

AMERICAN JOURNAL OF EDUCATION

Universal Education—The Safety of a Republic.

VOL. XXI.

ST. LOUIS, MAY 9, 1888.

No. 5.

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Universal Education—The Safety of a Republic.

VOL. XXI.

ST. LOUIS, MAY 9, 1888.

No. 5.

Printed for the Editors, by FERRIN & SMITH, "Entered at the postoffice at St. Louis, Mo., as second-class matter, March 1, 1879, under postoffice No. 100,000, authorized for transmission through the mails second-class rates."



St. Louis, May 9, 1888.

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THIS nation, with its four hundred thousand teachers at work, training and inspiring for the right its future citizens, are at once the representatives of its grandeur, of its intellectual and moral power, of its history, of its future. The wise and the patriotic will recognize and make liberal provision to sustain, extend and promote this work.

INDIVIDUALS—as such—are selfish, and live and work within a narrow circle; but the teacher comes, and, as the representative of the State, he lifts the individual into a State relationship—into a State interest—into an interest in all humanity, and so prepares not only for citizenship, but for the administration of justice.

READ pages 11 and 14 and see what we offer for one dollar.

It may be well for some of us to remember that Socrates discovered that his superior wisdom lay—not so much in his knowledge—as in his consciousness of ignorance.

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LETTER FROM LONG ISLAND CITY, N. Y.

J. B. MERWIN, Esq., Managing Editor AM. JOURNAL OF EDUCATION, St. Louis.

Dear Sir: Notwithstanding that I am so far away from your editorial sanctum, and even that teaching is not my profession at all, I should not feel happy if I should miss a single copy of your JOURNAL.

From sixteen educational papers that I receive from home and from abroad, yours is one of the most welcome. Its sound articles, and your peculiar style, agree totally with me, so much so that I enclose the price of two years' subscription.

Yours truly,

J. H. THIRY.

Long Island City, April 21st, 1888.

ENTHUSIASM is the element of success in everything. It is the light that leads, and the strength that lifts men on and up in the great struggle of scientific pursuits and professional labor. It robs endurance of difficulty, and makes a pleasure of duty.

THE United States Senate vote to appropriate \$77,000,000 to help the teachers in the South to educate the people. What are the teachers in the South doing to help out the work of the United States Senate?

WHAT difference does it make to the teachers or the taught—whether the money to defray the expenses of education comes from the local State government or from the United States Government?

A PREMIUM ESSAY.

THE High School problem received an early but incomplete statement during the war, when Ira Divoll was Superintendent of the St. Louis Public Schools. The High School had been founded in the colonial days as an intelligent volition on the part of the early settlers; it had seemed to require no defence until the hardships of the war led the people to whom public education was a somewhat unacceptable innovation, to raise the question in St. Louis. Mr. Divoll was ready as ever to meet the difficulties of an office which at that time required from its occupant a mastery of educational questions, an ability to convince doubters, and a full, free and equitable representation of the interests of the community, a willingness to reflect the official will of the School Board and the professional suggestions of teachers, and to consider the best care of the pupils in the schools. Mr. Divoll carried the St. Louis system through the dangers of war times without sacrificing the Grammar School to the High School or the reverse.

Dr. Wm. T. Harris, whose services as a student of education, cannot be overestimated, found it desirable to investigate the workings and results of the St. Louis High School, and his statement of the fundamental idea of the High School was based upon the experiment made in our own city.

In 1873, the Principal of the High School read before the Society of Pedagogy a more exhaustive statement of the manner in which, and the extent to which the High School justified its necessity and value. This led to an invitation from the Board of Public Schools to present the same paper, or its equivalent, before the Teachers' Association. Soon after the substance of the article was republished for use in Jefferson City, where an attempt was being made to destroy High School instruction. This resulted in a call from the State Superintendent of Education for the presen-

tation of a similar paper at the State Association.

In 1880 "a premium of fifty dollars was offered by the editor of the *National and New England Journals of Education* for the best essay on one of the following themes: "Oral Teaching, The Proper Functions of a Free High School, School Hygiene, What Constitutes Teaching a Profession, The Examination and Certifying of Teachers, and A Complete State System of Public Instruction." The committee appointed to pronounce upon the essays, "found two of equal value," and two premiums, instead of one, were awarded, the recipients being John W. Dickinson, Secretary of the Mass. Board of Education, and the Principal of the St. Louis High School.

This essay upon the High School remains as the most satisfactory and the most exhaustive treatment of the subject, and the more recent articles suggest no arguments not contained in the presentations made by Dr. Wm. T. Harris in his annual reports, and by the author of the "premium essay."

HIGH SCHOOLS.

As there is no part of the St. Louis system which has been more efficient than the High School, and as this school is certainly inferior to no school in the land, we have thought it worth while to present an outline account of its work, together with an incidental statement of the High School question.

THE HIGH SCHOOL QUESTION.

THE initial question as raised by the advocates of a more limited curriculum, depends for its answer upon the true theory of public instruction.

Those who disapprove of the Public Schools and those who wish to maintain them in the state of lowest development, proceed upon the old-time Bourbon theory that nothing should be free but whisky and tobacco, and that public schools, when established at all, are an unwilling concession to poor persons. Many who are from the East, but who derive their idea of the public schools from localities where those who can afford to pay tuition do not use them, are evidently proceeding in their arguments upon the assumption of a proletarian. Those who, while opposed to all public instruction do not consider it politic to state their position, make this indirect attack by constant mis-statement of the work attempted and of the results achieved, or else confuse a somewhat careless public attention by urging abstract questions (or at least questions so framed as to seem abstract).

The second class of objectors consist of those who educate themselves in the belief that the most legitimate charity takes the form of legislating

for the lives which they themselves do not have to live. Those who intelligently support High School Education, or indeed public education of any grade, do this upon the ground that the schools are not an eleemosynary enterprise, but a public interest which has never been and never will be efficiently administered if left to private enterprise. An honest record of any one's experience with private schools, where at least these are not brought into direct competition with public schools, will uniformly show: 1, that the instruction is confined to favored individuals; 2, that it has in a greater degree all the defects charged against public instruction; and, 3, that it makes no provision for any but the class which can pay tuition.

THE ST. LOUIS HIGH SCHOOL.

It cannot be successfully denied that the St. Louis High School (and presumably other High Schools in good standing) has fully vindicated: 1, its usefulness and indispensableness when regarded simply as a means for giving greater efficiency to the elementary instruction; 2, its excellence in the task which is assigned to it as a 'High School'; and, 3, its disproportionate contribution towards gaining through the schools that intelligent self-supporting citizenship which even the opponents of public instruction admit to be a proper object for the community to seek. The hypercriticism of educational journals has lent weight to the unpardonable mis-statements of aims, methods and results, made by a part of the daily press. The St. Louis High School's influence upon the pupils in the Grammar schools (inclusive of those whose career terminates far short of its threshold) has never been disputed by any one who was willing to examine instead of assuming his facts, and has been attested by many of the most intelligent and most largely tax-paying of our citizens.

TAKE TIME.

"Four nights—
You will quickly dream away the time."
—SHAK.

THAT is, if you take the magnificent Pullman Palace Cars of the "Overland Flyer" on the Union Pacific Railway to California.

The fact is, but few of us realize what we gain in strength, freshness and vigor to see what there is to be seen after a splendid night's rest.

The Pullman Company seem to say literally to all travelers, with Shakespeare—

"We number nothing that we spend for you;
Our duty is so rich—so infinite."

In making the trip across the continent, an old lady friend of ours, over seventy years of age, reaching Chicago Sunday Morning in a Pullman Car perfectly rested, attended Church all day Sunday and visiting a day or two on

the way, she reached San Francisco on Sunday morning; attended church in San Francisco, and ten times more than ordinary pleasure of the country between the cities saying that she was indeed "The Pullman's" for the most comfortable slumber that she had enjoyed in years.

Thousands of others say of Overland Journey in the Pullman Cars:

"It hath been to us so rare, pleasant, and the time gained is worth the cost."

Some one asked a good natured farmer who lived in Colorado Pike's Peak and Gray's Peak if he did not find it inspiring to dwell on where two such forms tower grandly before his eyes. "Blast said he, 'I wish they was I don't look at them for week time.'" "But," said we, "the summits must look peculiarly in winter." "Guess not," he said, "its too tarnal cold. You can see the same clouds whirling them peaks three weeks at a time and you'd wish the hills was off and dumped somewhere else."

The good old fellow's flesh shuddered like jarred jelly, while he told of the hardships of winter though he began to feel already biting nor'westers which the January would unleash upon the hills. Moreover he couldn't understand what so many people from the cities, especially of the "female" that often, he said, "clum up mounting six and eight at a time come to see."

But let us remember that, to the seeing eye, the Infinite Art is no less in the veining of insect wings and that vital energy which those twinkles of a second over evening fields, than in the monstrous balls that spout light through the depths of a ment, and which in the measure His large purposes, may be only ers of a moment on a larger gloom. Is it not written, "as a vesture shalt thou change and they shall be changed?"

"There's nothing great Nor small," has said a poet of our day, (Whose voice will ring beyond the curtain) And not be thrown out by the matin's bell And truly, I reiterate.....nothing's small No lily-muffled hum of a summer bee But finds some coupling with the spinning No pebble at your feet, but proves a sphere No chaffinch, but implies the cherubim; And—glancing on my own thin-veined wing In such a little tremor of the blood The whole strong clamor of a vehement Doth utter itself distinct: Earth's crannies heaven; And every common bush afire, with God; But only he who sees, takes off his shoes."

With all our speed, on the "Overland Flyer" and the unparalleled luxury of the Pullman Cars, stop over and take time to get baptism of beauty and grandeur that these scenes shall abide with



HON. H. W. BLAIR.

SENATOR FROM NEW HAMPSHIRE.

"We thank thee for thy honest care, and thy requisite command as while we live,"

—SHAK.

During the debate in the United States Senate on the Blair Bill, passed the Senate by a direct vote of 100 yeas to 90 nays, Blair said:

"Of very little consequence is it what becomes of the present generation. What we are, we are, and we are to be; but it is of great consequence what shall be the fate of the generation to come, which depends so largely upon the conduct of the present."

The real question is, whether this generation, with matured powers for the control of the destiny of the country, the time being, is to make that which has been made for the generation by those who have preceded it; whether this generation, so it has the capacity to do so, is to make better preparation for the discharge of its duties on the part of the generation to come, than was made by those who preceded it.

Is the real question between the present generation and the generations to come, between the matured of this great nation and the immature of this country; and when we are told that to assist the cause of education is to destroy the principle of self-help, we are merely listening to the most absurdity.

What Senator on this subject, citizen of the United States, was educated without receiving as much or more assistance than he himself than it is provided by the provisions of this bill? Is the already educated generation of the country at the cause of common schools higher education as well? Is it now upon the arena of

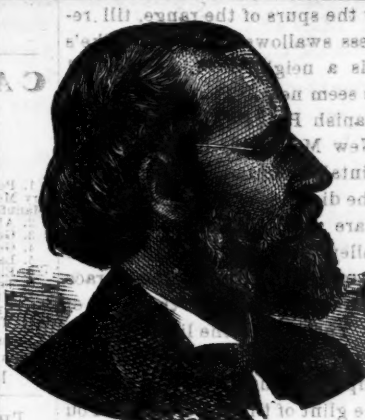
active life ever furnished the school-house or qualified the teacher who gave to him instruction, provided himself with his own books, taught himself the alphabet, contributed in any way to his own education, without having supplied to him everything that it is proposed by this bill to give?

And yet we are told that to make this provision for the South, to furnish suitable conveniences and facilities for common school education, for learning to read and write, and to remove the two millions of voters from our country who are now unable to read their ballots, and to prevent a substitution of a still larger number as the coming generation approaches—we are told that to do this, which was done for us by our fathers, is to destroy the principle of self-help; and college professors come here and college presidents come here and General Armstrong comes here after years of advocacy for the principles of this measure, and they declare now that to enact this bill into law is to destroy the great principle of self-help, and they stigmatize it as a bill for the promotion of mendicancy, of beggary.

Why, Mr. President, are not the greatest beggars upon the face of God's earth the presidents of the colleges of the United States, and General Armstrong the superior of the whole? It is because they have been such accomplished and successful beggars that in this country to-day we have on the whole a higher education, superior to that of any other people on the face of the earth. It is largely because great beggars and successful beggars have succeeded, as General Armstrong has, in establishing an institution at Hampton, which is the glory of the State and of the country. If they were not beggars they would be useless in the high vocation to which they have been called.

It is claimed here that the necessity of National Aid to common schools has passed away, and all through the North the press has been so asserting, I know not under what influence. In this debate the point has been by irrefragable proof overwhelmingly met. I read here for three or four days demonstrations from every State in the South of the falsehood of this allegation that aid was no longer needed, demonstrations I say from the highest authorities and most reliable men that it was still a necessity and as much so as ever.

It is said that Cornelius Vanderbilt gives \$20,000 to Vanderbilt University to found a manual training department. This amount should be increased to \$200,000 to properly equip and conduct a Manual Training Department. All male students in the South should take lessons in the Manual Training School.



WILLIAM T. HARRIS, LL. D.

"I hourly learn a doctrine of obedience." —SHAK.

ON Moral Training in the Public School, Dr. Harris says:

"The pillars on which public school education rest, are behavior and scholarship. The first requisite of the school is order; each pupil must be taught first and foremost to conform his behavior to a general standard. Only thus can the school as a community exist and fulfill its functions."

In the outset, therefore, a whole family of virtues are taught the pupil, and these are taught so thoroughly, and so constantly enforced, that they become fixed in his character.

The method of this moral training is one of division and repetition. The duty of being a well-behaved pupil is not a vague generality. It divides into specific, well-defined duties—punctuality, regularity, silence, industry, truthfulness and accuracy, neatness, courtesy, obedience to rationally constituted authority, together with growth in insight into the necessities of subordination of individual whims and caprice to what is just and good.

The just and good are progressively defined in the pupil's mind by the commentary which all his studies make on the picture of the world presented him by the school curriculum. The relations political, industrial, and social of human beings to each other are presented in geography; the relations of the past to the present in history; in literature the pupil reads the intuitions of genius into the doings of one's fellow-men, and sees a revelation of his essential human nature.

All goes to the great object,—the acquaintance of the pupil with human nature in himself and in others. Those habits of punctuality, regularity, self-control, and industry are the foundation of all moral character, and on them as a basis is built the healthful co-operation of man with his fellowmen.

LIBERTY and intelligence are no less necessary to the moral and religious, than to the political progress of the people.

THE DANTE SCHOOL.

THE character of the attendance at the recent "Dante Class," lends emphasis to the editorial in which Dr. W. T. Harris' influence was selected as the subject. A notable gathering of ladies, together with a few gentlemen whose recognized attainments impressed the observer more than the paucity of their numbers, followed attentively the course of lectures. The stimulus given to serious study and the unostentatious interest of an audience which paused in the furtherance of their own progress to look at Italy's great poet through the eyes of diligent and admiring students, was a striking illustration of St. Louis interest in matters intellectual, and of the kind and extent of the power wielded by Dr. Harris and by those associated with him.

Furthermore, the fact that Dr. Harris, D. J. Snider, Dr. Holland and Miss Beedy all drew their inspiration from St. Louis lends emphasis to the JOURNAL's assertion that the pathway to successful teaching lies through the realm of a broad education.

It is safe to say that no equal number of persons of like reputation and influence can be found in any city, unless it be Boston. Miss Beedy had been absent from St. Louis seventeen years (many of these passed in England), but she was welcomed as an old friend and made evident the fact that she had not passed the interim in idleness.

It is possible everywhere to begin to build for the liberal education furnished by the masters of literature; and it is possible, when an organization exists, to secure at least occasional visits from the men and women who have proved by their work in Missouri, Illinois, Michigan, Indiana and Massachusetts that they are actively stimulating forces.

A REMARKABLE FACT.

MR. GEO. P. ROWELL, of New York, in an address before the American Newspaper Publishers' Association at Indianapolis, proved that five newspapers issue more than one-seventh of the total edition of all the daily papers printed. The daily newspapers in the United States now number about fourteen hundred, consequently the five which were referred to must each sell an average edition two hundred times greater than the average of the others. The papers named by Mr. Rowell were the New York World, Chicago News, New York News, Boston Globe, and Philadelphia Record.

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J. B. MERWIN, }.

WHAT YOU WILL SEE.

"So far this shadow
Doth limp behind the substance."
—SHAK.

THE center of the continent—speaking geographically—is said to be near Topeka, Kansas, on the line of the Union Pacific Railroad. "The dome of the Continent" on the line of the same railway in Colorado.

"The mighty pyramids of stone,
That, wedge-like, cleave the desert airs,
When nearer seen and better known,
Are but gigantic flights of stairs.

The distant mountains, that appear
Their solid bastions to the skies,
Are crossed by pathways, that appear,
As we to higher levels rise."

Would you believe it? Yes the dream of the old poet has come to have a literal fulfillment, and our teachers, by thousands, on this trip across the Continent by the Union Pacific Railroad in the

PULLMAN PALACE CARS,
"Will be carried to the skies
On flowery beds of ease,"

and above them, too, in some of the loftier ascents over the mountain.

Twice have we witnessed the phenomena of a crashing, rattling thunder storm below us; the clouds so dense that only the vivid, forked lightning pierced them. It is a fearful thing to stand upon the beetling verge, and see the trains at this immense height wind round that huge gray wall, where vast blocks have been loosened and tumbled to the base, dashed to fragments; and to lay your ear over the dizzy depth and hear the sound of winds, that struggle with the woods below, come up like ocean murmurs. The scene once experienced can never be forgotten.

Henry James, Esq., describes the view from this

"DOME OF THE CONTINENT" as follows:

"Gray's Peak is beneath you. The sea is 14,411 feet below your level. Hats off! The genius of this sublime solitude demands homage. They who have traversed the globe say that it affords but one such prospect. A pictured landscape so mighty in conception that it overpowers, yet harmonious as an anthem in all its infinite diffusion of color and form; framed only by the limit of the eye's vision: a picture where the lakes gleam, and the rivers flow, the trees nod, and the cloud-ships clash in misty collision with the peaks which have invaded their realm, while the moving sun floods it with real life and warmth. How like an atom the beholder feels.

Northward, Southward, Westward,

ramify the spurs of the range, till remoteness swallows them up. Pike's Peak is a neighbor. Lincoln's and Long's seem near. The sharpness of the Spanish Peaks—Terra's Twins—near New Mexico, is distinct, while the Uintah Mountains rise up faintly in the distance of Utah. Here and there are depressions where parks and valleys are. Every park in the State can be located. You may trace the course of rivers in the site of lakes. You can see the little cities in sheltering nooks, and pathways from them up the mountain side. You detect the glint of the Holy Cross. You perceive the South Park Railway worming along the valley of the Blue. You overlook Decatur and Dillon and Chihuahua. You note the hovering dusk which broods above Leadville. Eastward are the plains—a waterless ocean—each town a fleet, each house a sail, each grove an island. Denver is seen, like the mythical city of the mirage."

The world, you see, after all is not made up to the eye of figures alone—that is only half; it is also made of color. How that mysterious element washes the universe with its enchanting waves. The sculptor had ended his work—and behold; a new world of dream-like glory. This is the last stroke of nature—beyond color we cannot go.

In like manner life is made up, not of knowledge only, but of love also. If thought is form, sentiment is color. It clothes the poor skeleton world with space, variety, and glow. The hues of sunset make life great and romantic; so the affections weave some pretty web of thought of cottage and fireside details, bright and populous, that we have left behind, claiming a place in all our journey.

THE people of California will demonstrate to twenty thousand teachers at the National Educational Association that while

"Dead gold is barbaric, its threads can be woven
Into harmonies fine, like the tones of Beethoven,
Can be raveled and wrought
Into love-knots of faith
For the daughters of Ruth—
Into garments of thought,
Into pinions for truth—
And be turned from the wraith
Of a misty ideal
That may vanish in night,
To things royal and real
That shall live out the light.
So the true golden days
Shall be kindled at last,
And this realm shall rule on
When the twilights are gone,
In the grandeur of truth
And the beauty of youth
Till long ages have passed!"

THIS single and so-called individual work of the teacher, takes on at once manifold forms of expression and condition as soon as it is commenced, and it continues to multiply itself forever and ever. Who can measure its influence or its importance?

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10. Telegraphy, Typewriting and Phonography.
Regular tuition, \$5. Kindergarten Department, \$2. Painting, 25 c. per hour. Piano or Organ, \$1. Violin, etc., \$6. Board, \$2 to \$3 per week. Send for Prospectus.
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PRES. J. H. MILLER.

THE teacher spreads his thought out on mankind, puts men into true relations with one another and with God; he organizes strength, wisdom, justice, love, piety; balances the conflicting forces of a nation, so that each man has his natural liberty as complete as if the only man, yet, living in society, gathers advantages from all the rest.

The highest degree of this organizing power is the genius for legislation, which can enact justice and eternal right into treaties and statutes, codifying the Divine thought into human laws, making absolute religion common life and daily custom, and balancing the centrifugal power of the individual, into a well proportioned state, as God has balanced those two conflicting forces into the rhythmic ellipses above our heads.

It need not be disguised, that politics are the highest business for men of this class, nor that a great statesman or legislator is the greatest example of constructive skill.

It requires some ability to manage the brute forces of nature, or to combine profitably nine-and-thirty clerks in a shop; how much more to arrange twenty millions of intelligent free men, not for a special purpose, but for all the ends of universal life.

DR. JOS. TINGLEY has made a national reputation for inventions in the way of cheap apparatus. He will instruct a class in this subject and in the art of illustration, in the Campbell Summer School

JUSTICE is the realization and the participation of all in the labors of each. The strong help the weak, the rich the poor, the cultured the ignorant—and the school everywhere and all the time in its training and teaching introduces us to this, and introduces this to us—without this, it would be impossible.

PROGRESSIVE teachers cannot afford to miss the Campbell Summer School at Holton, Kans.

GET some "tools to work with," early in the session. You can do ten times as much work and ten times better work, with Blackboards, Maps, Globes and Charts, than you can do without these "helps."

Get "some tools to work with."

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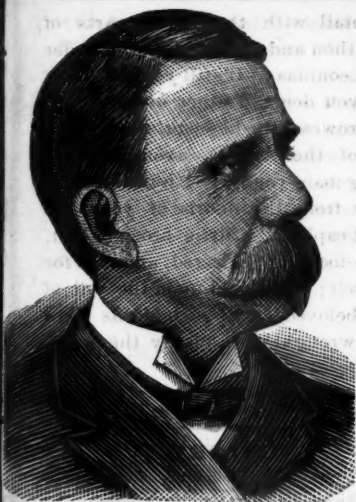
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HON. T. M. GOODKNIGHT.
KENTUCKY.

"He was famous, sir, in his profession;
And it was his great right and duty to be so."
—SHAK.

In his masterly address delivered to the Teachers' Association of Kentucky, Prof. Goodknight said:

"Universal education, then is a measure of economy; it increases the productive power of the State more than fifty per cent. on about one-fourth of its population; it costs but little more in the aggregate than is now paid for public and private schools in the State; it reduces pauperism; it reduces crime; it makes better and wiser voters; it cuts short the power of the demagogue, and brings the statesman to the front more and more.

Do our voters understand the economic and saving power of universal education? Do our law-makers generally have any proper or adequate conception of its importance? My inference is that neither of them fully appreciate this matter. I take it that a majority of them are men of sufficient moral convictions to put them on the side of economy, increase of wealth, intelligence and good morals, as well as induce them to seek a diminution of pauperism and crime.

But practically our State policy leans to the theory that it is better to wait till the flood has broken the dam and then try to check the flood, rather than spend money in keeping the dam in such good condition that it will not break.

Shall I discuss the woful effects of 55,000 white and 45,000 colored illiterate voters on the politics of our commonwealth? It is too well known that two-thirds of them are on the market at every election for what they will bring. Could any discussion show up the iniquity worse than it appears and really is? I trow not. The evils apparent from this phase of the subject are simply appalling to those friendly to society who seriously meditate on them.

But I pass them to others for a more thorough discussion, and come to a consideration of the remedy for these ills of our State, grand, even its

shame on this subject, but grander far in the possibilities of her agricultural, mineral, and manufacturing greatness. Is it possible to cure our ills, either partially or entirely, and, if so, how can it be effected?

It is certainly true that we can not afford *not* to cure them, but how it is to be done is the Gordian knot difficult to unloose. But if we be philanthropists, or patriots or Christians, or teachers worthy the name, any one or all, we can not afford to lie on our oars and do nothing and allow the ship to drift:

"Let us then be up and doing,
With a heart for any fate:
Still achieving, still pursuing,
Learn to labor and to wait."

We shall have need of much patience and some waiting if we propose to doctor this patient.

As I see the matter, if educational reform can be accomplished in this State it will be most effectually attained by a double policy, which may be denominated a *direct* and an *indirect* method, both to be operated in concert, to work out the one desired result—a good school in every district of the State nine months in the year, supported by taxation.

The first step is for each teacher and school officer and friend of education to become posted on the commercial, economical, moral and criminal statistics of this subject; and, when any one has them well in hand, put them where they will do most good.

Some facts are more influential with one class, while others will be controlling with others. Let them be talked on the road, in the home, in the shop, in the school, in the church, on the stump, and in the assembly everywhere. Use any and all the newspapers that can be used in bringing these truths home to the minds and consciences of men. Keep them before the masses of the people.

Let there be union and co-operation among all the friends of the cause. He that will be greatest among you let him become the servant of all. The effect of general information on this subject will be to develop a better popular sentiment, which will demand better school accommodations and better teachers, and will support sufficient taxation to pay for all these necessities of society in a Christian land and democratic government."

LET the teacher understand and work constantly in the presence of the fact that: "The life that veins and girdles the noblest mountain on the earth, is shallow to the play of vital energies within a human frame."

No mountain can
Measure with a perfect man.

The round globe itself is only the background upon which the human face is chiseled."

We ought to know and understand and tell what this faction who stand for illiteracy mean.

NATIONAL EDUCATIONAL ASSOCIATION. SAN FRANCISCO MEETING.

We have personally examined into the merits of the various routes to San Francisco, and unhesitatingly recommend the

UNION PACIFIC

as the most desirable route for teachers to take to San Francisco. This road runs from Kansas City and Omaha through Kansas, Nebraska, Colorado, Utah and over the Sierra Nevada Mountains. This is the only route to take during the summer months. The *Union Pacific*, in order to afford teachers every facility to see as much of the country as possible, will furnish to parties holding round trip San Francisco tickets, free tickets from Denver to Idaho Springs, and from Ogden to Salt Lake and Garfield Beach; the trip to either point being worth the full price of the ticket to San Francisco.

We publish below a short description of these two points of interest:

IDAHO SPRINGS.

The ride from Denver through Clear Creek Canon to Idaho Springs is incomparable. Clear Creek Canon is one of the wildest of the gorges in Colorado. Through it has been blasted in solid rock, the roadbed of the Colorado Central, now a branch of the Union Pacific Railway.

The ride follows along the base of the foot-hills on one hand, while on the other are ranch homes and pleasant fields, passing the Grant smelter and the stacks of Argo, where gold and silver shine in yellow and white profusion; past Golden, dark with the smoke and the shadows of towering buttes, thence into a colossal rent, whose gaping edges, reared hundreds of feet above, end in crude sculpture standing clear against a strip of sky.

Far below these weather-carved images roars a murky stream, beating itself to milky whiteness against opposing boulders and sending its defeated spray up to the very car wheels. Tourists are not fatigued by a long journey in reaching this sublime scenery.

A few more stops and Idaho Springs is reached, thirty-eight miles from Denver and 7,567 feet in elevation. Idaho Springs is the finest resort, so far as nature equips resorts, that the Rocky Mountains afford. It is a cup formed by the receding half-encircling sides of the canon. The nearer heights are not so rugged but that verdure clothes them to the tops. Fine walks and drives abound.

Hotels are good, and society the best.

The springs themselves are the great attraction, resting the weary and healing the sick. Hot and steaming they bubble and hiss from the ground, or icy cool rise to the surface and steal away in glassy streams.

Besides numerous private baths, there is a mammoth swimming bath, from which a current from the earth's bosom is always flowing. There is a natural cavern, hot as a Turkish bath room and more effective than that penetrating bath. It boils impurities from the blood and aches from the bones. There seems to be life in it. The pool that the angel troubled could hardly work greater wonders of cure.

The cold water is drunk with the same zest that the warm water is laved in, and with equally good results. There is no place in the world (so travelers affirm) where a large sanitarium could be established so properly as at Idaho Springs. It has everything that the delicate require, particularly the pure air, constant sunshine and invigorating waters. That the little place of one thousand souls is beautifully situated, that its garden fields are bright and its cottage homes elegant, adds largely to its attractiveness.

"The mountains seem to overhaul their meteorological wardrobe. They will array themselves, by rapid turns, in their violets and purple and mode colors, their cloaks of azure and caps of gold, their laces and velvets, and their iris scarfs."

"They rear their sunny copes
Like heavenly Alps, with cities on their slopes,
Built amid glaciers—bristling fierce with towers,
Turrets and battlements of warlike powers,
Jagged with priestly pinnacles and spires,
And crowned with domes that glitter in the fires
Of the slant sun, like smithied silver bright:
The capitals of Cloudland."

JAMES F. AGLAR, Gen. Agent of the Union Pacific Ry., St. Louis, will furnish any and all information necessary to all applicants.

LET us cultivate rather more a community of understanding and agreement as educators; a harmony of policy and procedure, and we shall accomplish more.



This most exquisite of Toilet Preparations, the virtues of which have caused it to be in demand in all Civilized Countries, stands

PRE-EMINENT FOR PRODUCING A SOFT
It is acknowledged by thousands of ladies who have used it daily for many years to be the only preparation that does not roughen the skin, burn, chap, or leave black spots in the pores, or other discolorations. All conclude by saying: "It is the best preparation for the skin I have ever used." It is the only article I can use without making my skin smart and rough. "After having tried every article, I consider your Medicated Complexion Powder the best, and I cannot do without it." Sold by all Druggists and Fancy Goods Dealers, or mailed free upon receipt of price. Write for box.

J. A. POZZONI, St. Louis, Mo.

TEXAS

EDITION

American Journal of Education.

\$1.00 per year in advance.

W. S. SUTTON, Houston, Tex... }
J. B. MERWIN..... } Editors.

A MAN can afford to risk any peril that comes from doing his duty.

THAT party which fosters and perpetuates illiteracy in this country will kill that which it hopes to save—to wit, itself.

THESE steps which the teachers build, by which the children mount up out of limitation and darkness into light and power, and by which the community come into new and more helpful relations—it seems to us—ought to have a more full and constant recognition. What do you think about it? What are you doing to give and secure this recognition?

WE notice the New England delegation (and their friends) to the National Educational Association in San Francisco, take *The Union Pacific Railway*, the "Overland Route," with its fine road-bed, steel track, and its trains of the most luxurious of Pullman's Palace Cars, with all the latest designs.

This occasion offers you the opportunity of a lifetime to visit the Pacific Coast at a comparatively trifling cost.

Is it not one of the great purposes of nature to get transmuted into human thought and emotion, and to reappear in human character, and may we not conjecture that the presence of a gifted guest has occult power enough, sometimes, to charm the most reverent look out of a hill, and induce the light to pour its most cunning splendors on the air,—so that the glory of the Creator may pass into the feeling of genius? If the world is for the education of man, why may not stars glow more alluringly, now and then, to the gaze of a Newton, or the Alps to be shown in their most gorgeous possible apparel because Turner is looking at them? If the principle is true in the general, why not sometimes in the particular? Does not Mr. Emerson make Mount Monandnoc confess that his gray crags,

"Not on crags are hung,
But beads are of a rosary
On prayer and music strung?"

And does he not assure us in the mountain's behalf, that, as soon as the seer or poet comes who carries the secret in his brain of which the granite pile is but the hieroglyph, its roots will be unfixed and its cone will spin? Why then may not these Peaks respond in part to the presence of genius, though it carry not the full faith which is able to bid them float?



PROF. ALEX. HOGG,

SUPT. SCHOOLS, FORT WORTH, TEXAS.

"The language I have learned these forty years,
My native English."—SHAK.

IN his masterly address—"A Plea for our Mother Tongue"—Prof. Hogg says:

"With immigration pouring into Texas in greater volume than ever before, we have to-day over two millions of inhabitants; and it may be safely estimated that before 1892 one million of children will be knocking at the school-house doors and demanding their share of 'the bountiful provision made by Texas for the education of all her people.' There are certain branches that must be taught to these children. These branches must form the foundation of all other branches, and of every superstructure, whether of practical or liberal education. The first of these must be our own language—it must be the vehicle of thought. We can do nothing in the simplest steps except through this language, and that only when we have mastered it.

For our first teachings, our first lessons—we may content ourselves by addressing whatever we may wish the child-mind to take cognizance of—to think about—directly to the *perceptive faculties*. It's now conceded that we get all our notions, all our ideas through *perception*—through John Bunyan's "Five Gateways of Knowledge." Through the eye-gate, ear-gate, feel-gate, nose-gate and mouth-gate.

Our teachings, at this early stage, are particularly through the first two. We must present the object—we must present the spoken word to the ear, the printed word to the eye. Then we must make another and a new

demand upon the child-mind; we must seek evidence that what we have presented has been properly received, or rather conceived, and now the second step has been taken in the mind's operations, viz: *conception*. The child must remember, must recollect, must reproduce, and this is the only evidence that the teacher has of his or her success—a reproduction on the part of the learner of what has been taught.

Whether we examine the works of art or science, of poetry or history—of authorship, statesmanship or generalship—in whatever field we may search—those speaking the English language, whether in Britannia or America, will not be found second in the long list of the world's greatest nationalities.

The wisdom of the Chaldeans reaching back to the time "when the morning stars sang together, and all the sons of God shouted for joy," is obscure and forgotten, while the *one law* of Newton has made simple to us, the grand arcana of the universe—this wonderful system of sun and planets and satellites,

"— hanging in a golden chain
This pendant world "

Take poetry—take Homer, invading the heathen's elysium and borrowing thence his heroes, for the song of the warlike deeds of Ilium, and I place him against—I match him in his loftiest flights—with blind—sublime old Milton.

Need I draw upon the deeds embalmed in song and story of the world's heroes? Need I trouble you

in detail with the counterparts of Marathon and Leuctra, of Alexander and Leonidas? If still you doubt—if still you demand other evidences of the prowess, the heroism, the patriotism of the Anglo Saxon race—go young man, young Texan go, and exhume from the debris of your old burnt capitol the little bronze shaft, long—too long neglected, and read for yourself; know that upon the soil of your beloved Texas such deeds have been wrought as to justify the sentiment:

"Thermopylae had her messenger of defeat;
The Alamo had none."

HISTORY.

"There is a tardiness in nature
Which often leaves the history unspeke
That it intends to do."—SHAK.

YES, if we have eyes to read aright and to interpret the secrets of nature, our teachers will get some new ideas and some grander revelations of history on this trip across the Continent than we have ever dreamed of before.

Geography merges into History and history into Geology about this

"DOME OF THE CONTINENT"

on the line of the *Union Pacific Railway* in Colorado.

A friend writes us:

"This sublime solitude commands our homage—it must be seen—it can never be adequately described. You look and retire and close your eyes, and look again and again, and each time new visions, loftier summits, deeper depths, a more varied panorama spreads itself on every side.

As soon as you can stand it, go out on that jutting rock again and mark the sculpturing of God upon those vast and solemn walls. By dash of wind and wave, by forces of the frost, by file of snow plunge and glacier and mountain torrent, by the hot breath of boiling springs, these walls have been cut into the most various and surprising shapes. I have seen the Middle Age castles along the Rhine: there those castles are reproduced exactly. I have seen the soaring summits of the great cathedral spires in the country beyond the sea: here they stand in prototype, only loftier and sublimer.

And then, of course, almost beyond all else, you are fascinated by the magnificence and utter opulence of color. Those are not simply grey and hoary depths and reaches and domes and pinnacles of sullen rock. The whole gorge flames. It is as though rainbows had fallen out of the sky and hung themselves there like glorious banners. The underlying color is the clearest yellow: this flushes onward into orange. Down at the base the deepest mosses unroll their draperies of the most vivid green; browns, sweet and soft, do their blending; white rocks stand spectral; turrets of rock shoot up as crimson as though they were drenched through

with blood. It is a wilderness of color. It is impossible that even the pencil of an artist can tell it. What you would call, accustomed to the softer tints of nature, a great exaggeration, would be the utmost tameness compared with the reality. It is as though the most glorious sunset you ever saw had been caught and held upon that resplendent, awful gorge."

KENTUCKY.

WE are rather agreeably and pleasantly surprised by the ingenious plea for "Federal Aid" made by the State Supt. of Kentucky.

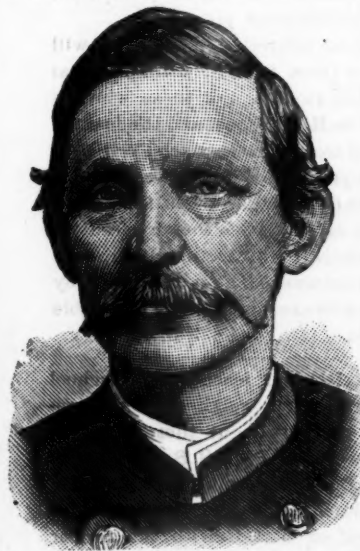
It seems that this State did not get all that she was entitled to under a former distribution, and Supt. Pickett asks that this matter be now credited up with interest, and the money distributed for the benefit of the schools.

We think this ought to be done.

If it is not done, let the Senators and Representatives from Kentucky join the friends of the Blair Bill and secure the \$4,316,930.63 which the State will be entitled to under the Blair Bill.

The children of the State who need the education this money will furnish, will not ask whether it came from the old or the new appropriation. The principle involved is the same; but the need is greater now than ever before.

There are a large number of fine schools in the state, public and private, already, doing a splendid work.



COL. ROBT. D. ALLEN M. A., M. D.

"His training such
That he may furnish and instruct great men."
—SHAK.

Probably Col. Robt. D. Allen, who was for so many years Supt. of the Kentucky Military Institute, with his large experience and peculiar fitness for the position, has reorganized what may be called the
IDEAL SCHOOL
of the State.

Col. Allen says:

"The training of the character, and the education of the intellect of young men, evidently ought to be such as to

best adapt them to practical life as it is in its highest and most progressive type. Hence, we have chosen for our ideal school the world as it is, or as it will be, to the generation about to enter on the theatre of public life.

It is a fact that the modes of success to one generation are not the modes of success to the generation following. This must be evident to every man over forty years of age.

It is our aim to exercise the powers of our pupils by creating an environment the same as that which surrounds the man."

The efforts of Col. Allen and his able Faculty seem to be to give the Young Cadet of the Louisville Military Academy such a training as will fit him at once to take his place in the practical world of affairs without a waste of five or ten years to re-adjust himself to the present condition of things—and they succeed in this.

Here we are, dowered for an important work—"that is the great fact, and, if we will tarry a little while, we may come to learn that here is best. See to it only that thyself is here—and art and nature, hope and dread, friends, angels, and the Supreme Being shall not be absent from the chamber where thou sittest. Epaminondas, brave and affectionate, does not seem to us to need Olympus to die upon, nor the Syrian sunshine. He lies very well where he is. The Jerseys were handsome ground enough for Washington to tread, and London streets for the feet of Milton.

A great man illustrates his place, makes his climate genial in the imagination of men, and its air the beloved element of all delicate spirits. That country is the fairest which is inhabited by the noblest minds. The pictures which fill the imagination in reading the actions of Pericles, Xenophon, Columbus, Bayard, Sidney, Hampden, teach us how needlessly mean our life is; that we, by the depth of our living, should deck it with more than regal or national splendor, and act on principles that should interest man and nature in the length of our days."

THE Round Trip Excursion Tickets over *The Union Pacific Railway* to California, for the National Educational Association, will be made good to go via Denver, Colorado, and Salt Lake City, Utah, in either direction; and it is probable that at Denver and Ogden, round-trip tickets at low rates will be placed on sale to all points of interest and pleasure in Colorado and north from Ogden to Yellowstone Park, Shoshone Falls (the peer of Niagara), and all points of interest in Idaho and Montana.

INTELLIGENCE will win its way with the conjunction of right and number—if only we do our duty as teachers.

THE SHAKESPEARIAN DRAMA.

E. P. WHIPPLE, in his "Essays and Reviews," discussed "Recent Shakespearean Criticism," and assigned to Henry N. Hudson a position which Mr. Hudson's work has maintained. But this Essay was written years ago, and in the meantime Shakespearean students have not been idle. Mr. Rolfe's star has appeared above the horizon and is now to be regarded as a part of the galaxy. Mr. Furness' work has been begun, and has added new lustre to Shakespearean scholarship. Mr. D. J. Snider's "System of Shakespeare's Dramas" has been published, and the edition long since exhausted. "Shakespeareana" has become a recognized department of several publications, and has been presented in its best form by the periodical so named. The rhapsodies and eulogistic generalities have been replaced by serious study and an attempt to place within the reach of every one the best work of special students. At such a time the demand for a new edition of Mr. Snider's work is specially flattering to the author and creditable to the reading public. The new edition differs in several respects from its predecessor. In the first place its title has been changed to "The Shakespearean Drama: a Commentary," in order to make it a part of a series of "Literary Bibles." In the second place, considerable additions have been made, either in the way of expanding the thought or of discussing topics originally considered as subordinate.

Taking Hamlet for illustration, Mr. Snider adds a more extended discussion of Hamlet's insanity; an investigation of "The Primal Deed," in its characteristics and influence; an elaborate discussion of "The Ghost's Act;" "Structural Lines of Hamlet's Character;" "Lines of Hamlet Criticism;" "History of the Hamlet Legend;" "History of the Hamlet Drama."

As in the case of all revisions which greatly modify the original presentation, there must be great diversity of judgment. Many of Mr. Snider's admirers regard his analysis of Hamlet's character as a sufficient guerdon won from the years of study lying between the times of the appearance of the first and second editions. Other readers cling to the original edition, and regard the emendations as no improvement. Probably the general reader will find it most profitable to possess both editions, for the differences are sufficient to render them substantially different books.

St. Louis is but little given to pride—it is even blunted by some that she is somewhat lacking in an intelligent regard for the work of her sons and daughters which adds most to her reputation abroad; still St. Louis

cannot object to having in the foremost rank of Shakespearean interpreters one who acknowledges his obligations to St. Louis institutions.

When men as great as Goethe, Ulrici, Guizot, Gervinus in Germany; Coleridge, Swinburne and Dowden in England, have erred—if it be an error—by undertaking to study and present the philosophy of Shakespeare's Plays, it must, even to those who object to the attempt, seem a venial offence for a St. Louis student to vindicate his claim to a foremost place among those who have thus experimented.

Goethe's characterization of Hamlet represents in the form of a figure the weakness of the actor in relation to the part which he has to play. Mr. Snider's presentation, while much more mystical, does not differ essentially from that of Goethe. It seems to us that these explanations lay too much emphasis upon Hamlet's weakness, and too little upon the force of circumstances. To us Hamlet represents rather the struggle of the human being with the complication which is called the problem of life—a Promethean battle with the gods—and failure arises not from the weakness of the individual man, but from the insolubility of the problem. The long line of poets, writers of fiction, historians, statesmen and moralists, have always betrayed in the music of their writings the predominance of minor chords.

Chaucer, while resolutely holding on to a faith in the providential government of the world, betrays the disappointment which must always come to those of the highest aspiration and the most heroic endeavor.

Spenser and Sir Thomas More seek in the world of the imagination the harmony which they cannot evoke from the May-day world. Shakespeare seems to betray this same sense of the difference between human aspiration and human ability. Byron, Shelley, Coleridge, Scott, Tennyson—through all these can be heard the minor refrain which, in George Eliot, becomes the leading measure.

"The Shakespearean Drama" can be ordered of Ticknor & Co., through any local bookseller.

WE ought to keep advancing always in quest of more knowledge—as new revelations and new combinations are being made every day. Keep cleaving with your prow the unexplored Ocean of the future.

Christianity—Liberality—System.—To those of our readers intending to purchase a new Sewing Machine, we would cheerfully recommend Mr. J. C. Geitz as doing business on Christian and liberal principles. He is also the publisher of the little 31 page pamphlet on "Systematic Giving," which he will send free post paid to any address in the world. See his advertisement in another column.

ILLINOIS

EDITION

American Journal of Education.

\$1.00 per year in advance.

E. N. ANDREWS, Chicago..... } Editors.
J. B. MERWIN }

ACROSS THE CONTINENT.

"You shall find in this continent
What part a gentleman should see."
—SHAK.

Do you really suppose that Shakespeare had in his mind this trip of ten thousand teachers across the continent to attend the meeting of the National Educational Association in San Francisco, when he penned these lines? or is it a fact that intelligence lifts us into the region of universal truth, and that a great poet becomes the interpreter of universal truth to man, and that the teacher is the John the Baptist, preparing the way for him?

We wish that ten times ten thousand teachers could take this trip—now that the Great Trunk Lines of Railway have put their splendid generosity to this service.

We suppose that it is an "open secret" that the *personnel* of those who go, will not be very critically examined by the conductors. Some will go who have not yet grown gray in the service of teaching—some who have never taught—some who expect to teach—but who will not always be teaching other people's children. Yes, the ranks of the teaching fraternity, now that a trip to California can be taken across the continent and return from Boston for less than one \$100 railroad fare—teachers will be numerous. All right; it will only add to the enjoyment; the more the merrier. Charles Nordhoff, in his book on California says: "I put the cost of the journey" from Chicago—remember,—from Chicago—by way of Omaha and the

| UNION PACIFIC and Central Pacific Railroads, | |
|--|----------|
| "Fare from Chicago to San Francisco..... | \$118 00 |
| Return to Chicago..... | 118 00 |
| To Salt Lake and return..... | 5 00 |
| To San Jose and return..... | 10 00 |
| To the Geysers and return..... | 26 00 |
| To the Big Trees, Yosemite, and return..... | 38 00 |
| Railroad and Stage fares for a five weeks' tour.... | \$315 00 |
| Pullman Sleeping Car fare for ten days, \$3.00 per day.. | \$30 00 |
| A total of.... | \$345 00 |
| Now arrangements are made to go from Boston to San Francisco and re- turn via these routes for less than..... | \$100 00 |
| With, say \$3.00 per day, for ten days in a magnifi- Pullman Sleeper..... | \$ 30 00 |
| | \$130 00 |

as against Mr. Nordhoff's trip from Chicago of \$335.00.

The "Overland Flyer" of the *Union Pacific R. R.*, still cuts the time a day or so; but the mountains of Colorado, Wyoming, Utah, Nevada and California along the Line of the *Union Pacific* and the *Central Pacific* must be seen—they can never be described, with their height and depth and silent solemn grandeur; the play and interplay of light and shade; until we ask in awe and wonder, whence have these hues been distilled that surpass even the richness of the Orient and the flames that are reflected in the Amazon? Whence has overflowed upon these hillsides and down these valleys this luxurious sweetness through which the light transudes upon a pageant such as no poet has ascribed to the pastures of the far-famed Arcadia?

How near to us are the fountains of miracle. How close the processes and magic of the Infinite art, if only we have eyes to see it.

"Onward and on, the eternal Pan,
Who layeth the world's incessant plan,
Halteth never in one shape
But forever doth escape
Like wave or flame, into new forms.

The world is the ring of his spells,
And the play of his miracles."

THE YOSEMITE.

"They have been at a great feast of languages,
And stolen the scraps." —SHAK.

The teachers will want to visit "The Yosemite" before leaving California, and after "a great feast of languages" they will find it a relief probably to go out and listen to the silent mountains, and the sweet voices of valleys and waterfalls.

We hope, for the credit of all concerned, they will not photograph themselves on the "Register" of that famous resort.

B. F. Taylor, in his "Between the Gates," gives us some of the scraps he found on the "Register" as follows:

"One tourist, with the dental name of Toothaker and one with the rascally name of Turpin, figure on the same page. The latter writes: "Seen the Bridal Veil. Slept next the to man that snores." Here a tourist declares: "The miteiest work of man is dwarfed," unconscious that he is comparing a lively cheese and mountain magnificence.

A writer "made futile efforts to reach the Valley October 12th, '75, but in vain." Does the man mean to say that he failed? One mercifully says: "Words fail me;" and a lady declares, sorrowfully: "Can't express my language."

"You need not go round the world. When you have seen Glacier Point and Clouds Rest, go home and rest yourself." A poor Tray confesses: "Came with three Western legislators—never stole anything—will

never be guilty of the same indiscretion again." A sensible man remarks: "I leave my hard but modest name, A Flint." An impressible young woman is "blissfully happy." Another leaves a certificate: "Not disappointed!" "Top-side below," ejaculates an angular man from Maine.

Massachusetts is very reticent—pages of names, and not a word of comment, only: "Plymouth Rock to the Rocks of the Yo Semite, which in their grandeur illustrate the sublime events and principles of which it is itself a symbol, greeting!"

Little Rhody shouts "Hail Colombia!" Here is something in Russian, here a scrawl in short-hand, there a capacious Missourian "took it all in!" Ohio's imagination goes by water: "Cannot realize the grandeur of the falls, the water being low." Put in an overshot wheel. A prodigal son of adjectives cries: "Grand, beautiful, picturesque!" fairly offset by an eloquent fellow who says: "Dumb as an oyster." "Superbe, Yo Semite!" and France salutes. "Hoofed it to the Valley," is an old soldier's memorandum. Who wouldn't be glad that Liverpool is "much pleased so far!" How encouraging to Nature to hold out and pass muster! Some tourist weaves in everybody's pronunciation of Yo Semite:

"At half-past five o'clock at night
Our party reached the Yo Semite,
Glad ere the evening lamps were lit,
To see the valley Yo Semite.
Who that has seen it can condemn it,
The wondrous beauty of Yo Semite?
This verse I dedicate to thee,
Oh, world renowned Yo Sem-i-te!"

A Baltimore girl effusively exclaims: "Let me embrace thee, beautiful Valley. A kiss to thee!" "Take off your shoes," quotes another, "for the ground whereon you stand is holy ground." Can there be much doubt that the Mississippian who left the record, "let us go and see the monkey," is himself the missing link? A lovely maiden testifies: "My eyes devour the crags!" and a young man makes love to the Bridal Veil Fall. Fancy him courting a young woman nine hundred feet high, with hair all colors of the rainbow.

THE JOURNAL believes that if the Editor of the *Illinois School Journal* lends his aid to strengthen the hands of the Chief of the U. S. Bureau of Education, he will take the readiest means for correcting an abuse which he sets forth as follows:

"And this brings us again to a repetition of our old plea, that this body [The National Council of Education] learn to conduct its deliberations more in accordance with the theory of the Association for the Advancement of Science, which listens only to those who have found out something from their study of some topic, that is a contribution to progress in science. This request of the president opens

the way to the receiving of such contributions to the science of education from any and all who may be able to make them. It will, too, in some measure mitigate the evils of the present peculiar system of making up the different committees. The first question now, in determining who shall constitute these committees, seems to be not *what does he know about the subject*, but, *where does he live*."

A PREMIUM FOR IGNORANCE.

D. O. KELLOGG in *The American* of April 7th emphasizes the JOURNAL's persistent presentation of the needs of education, and points out one of the unrecognized adverse forces. Through an ambition to increase their number of students, law schools, medical schools, and theological seminaries, have, according to the writer in *The American*, engaged in a competitive struggle for reducing the severity of their requirements, so that instead of first securing for their students a solid elementary education, these institutions are really entering into competition with Grammar Schools and High Schools.

Mr. Kellogg shows the extent to which the divorce of culture from professional life has proceeded. Only 21 per cent. of the students of theology have received a collegiate education. But 919 out of 16,000 medical students were college-bred, and but 702 out of 3,060 students in the law had made such preliminary preparation.

If those interested in education will ponder these facts they will learn at once the unwisdom of those who attack the High School and the foolishness of accepting all adverse criticism as the proper recognition for the public school at a time when those who do the carping are either ignorant or inclined to divert attention from the premiums paid for ignorance by those who are connected with feeble schools of law, medicine or theology.

WE fear our teachers and school officers do not weigh quite as carefully as they ought these *practical wise* words of Prof. S. S. Parr, Principal DePauw Normal School, Indiana:

"The live teacher who provides himself or herself with the proper tools for teaching, commands \$10 to \$50 more per month than those who do not."

This is true, because so much more work can be done, and so much better work can be done "with these proper tools for teaching."

An eight-inch Globe, a set of Maps, a good Blackboard, and Reading Charts are absolutely essential for the success of any school or any teacher. The pupils need these "helps" more than any one else.

Provision should be made by every school to furnish these tools to work with, without delay.

SILK AND SATIN RIBBONS FREE LADIES, THIS IS FOR YOU!



A rare gift for the ladies. Save much money and secure the best! Every lady knows and appreciates the privilege of having a few remnants of ribbon, handy for the thousand and one tiny and useful purposes for which such goods are used, and which they, the ladies, use to such advantage. To purchase what is wanted at the usual prices such goods are sold for, would create a large bill of expense, and therefore debar a great many from indulging their tastes in this direction. Realizing that there were thousands upon thousands of remnants of ribbons among the large importing houses of America, which they would be willing to dispose of in bulk, for a small fraction of their cost, and can offer an immense variety, and more complete assortment of ribbons, in every conceivable shade and width, and all of excellent quality, adapted for neck-wear, bonnet strings, hat trimmings, bows, scarves, decorative linings, silk quilt work, etc., etc. Some of these remnants range three yards and upwards in length. Though remnants, all the patterns are new and late styles, and may be depended on as beautiful, refined, fashionable and elegant. **How to get a box containing a Complete Assortment of these elegant ribbons Free.** The Practical Housekeeper and Ladies' Fireside Companion, published monthly by us, is acknowledged, by these competent judges, to be the best periodical of the kind in the world. Very large and handsomely illustrated; regular price 75 cts. per year. Send 35 cents and we will send it to you for a trial year, and will also send free a box of the ribbons: 2 subscriptions and 2 boxes, 65 cts.; 4 subscriptions and 4 boxes, \$1. One-cent postage stamps may be sent for less than \$1. Get 3 friends to join your thereby getting 4 subscriptions and 4 boxes for only \$1; can do it in a few minutes. The above offer is based on this fact—those who read the periodical referred to, for one year, want it thereafter, and pay us the full price for it; it is in order to at once secure 250,000 new subscribers, who, not now, but next year, and in years thereafter, shall reward us with a profit, because the majority of them will wish to renew their subscription, and will do so. The money required is but a small fraction of the price you would have to pay at any store for a much smaller assortment of inferior ribbons. Best bargain ever known. You will not fully appreciate it until after you see all. Safe delivery guaranteed. Money refunded to any one not perfectly satisfied. Better cut this out, or send it once for probably it won't appear again. Address, H. HALLITT & CO., PUBLISHERS, PORTLAND, MAINE.

440



A \$10 BOOK FOR 25c. Conkins' Manual of Useful Information and World's Atlas contains the cream of a whole library. Exceedingly delightful and this vast storehouse of practical knowledge on practical subjects. It has a million facts of great value to everyone. Full Page Colored Maps and description of every country in the world. It is a handsome volume of 440 pages bound in silk cloth, contains everything you need to know. Nearly half a million sold in 8 months. We guarantee no such book has ever before been published, and will refund the money to anyone dissatisfied. **PAGES AGENTS** wanted everywhere. One sent free. For terms, send 25c. for agent's terms and a copy bound in plain cloth, or 50c. for a copy in library style. **DAIRD & ERS,** Lakeside Building, Chicago, Illinois.

OUR tax-payers and school officers, too understand now that good *Blackboards* all around the school-room; a good set of outline Maps, and an eight inch Globe, are, to the teacher in his work, what the sledge hammer is to the blacksmith, the saw to the carpenter, the axe to the woodsman, or the plow to the farmer.

The time and expense of the teacher and the pupils in the school go on from the day it opens. If you do not give the teachers and pupils these "tools to work with," but comparatively little can be accomplished. Therefore, no district, however poor, can afford to do without these necessary helps, and provision should be made for supplying them as much as for the roof of the school-house or the floor to the building.

Pupils need them; teachers need them; economy demands them; and the school law of Illinois says wisely (see secs. 43 and 48) that directors shall provide these necessary articles.

THE most valuable and helpful critic, is the critic who communicates sympathy and inspiration, and points out the better way. This is what we all need to find in this world—the better way.

OBJECT TEACHING.

IT is a settled fact in education that the pupil, in order to do the most and get the best, must have something the eye can rest upon to aid the mind to comprehend facts and principles. Hence the necessity of providing Outline Maps, Charts, Globes, Blackboards, etc., for every school, if you would have students advance properly and successfully.

By the use of these helps the attendance will be largely increased; the interest in every study will also be greatly enhanced; the discipline improved; and the effectiveness of the teacher MORE than DOUBLED, because so much more can be done by both the teacher and the pupils within a given time.

WHAT IS THE COST?

Only ten cents per year!

Say the entire outfit of Maps, a Globe, Blackboards, and a set of Charts costs \$60.00, and they last twenty years, that would be only \$3.00 per year and all the pupils in the school get the full benefit of all these things for this trifling expense. If there are thirty pupils, it would be ten cents per year to each pupil only.

Do you not think it would be worth ten cents to every pupil and to the teacher, to have the use of a Globe, a set of Outline Maps, Reading Charts, and plenty of Blackboard surface, for practice in figures, drawing, writing, etc.?

It seems to us that after duly considering these facts, every parent, every conscientious school director, every wise teacher, every patriotic legislator will demand that these essential articles be provided for every school without any further delay.

GET READY.

"Shall I teach you to know
This, my continent of beauty?"
—SHAK.

CERTAINLY there never has been, and probably there never will be, another such an opportunity offered for both the teachers and the people to study Geography, History Art and Mineralogy in a practical way, as on this trip to California.

The Union Pacific R. R., and the Central Pacific have put their great generosity and their great resources together to make the trip delightful, instructive and memorable.

Teachers can take their friends along too.

When we think for a moment what is involved in this Overland Journey, we only regret that ten times ten thousand are not able and ready to go and to intelligently study landscape, sky-scapes and all.

Surely no man ever earned his sight seeing. It is reward enough for an angel to be able simply to read the geography of this globe through its delicate sapphire-tinted vesture, as it rolls noiselessly to bathe its checkered lands with light.

"The sight gives angels strength, though greater
Than angel's utmost thought sublime;
And all thy wondrous works, Creator,
Are glorious as in Eden's prime."

"In those happy spots of nature where land and water, above and below, combine their charms, it is hard to tell whether the stony upland height, or the liquid deep beneath most lures the sight. I believe it was Goethe who first said that lakes are the eyes of the landscape; and if there be reason for such a figure, it is not strange such features in the countenance of the world should fix our regard. Certainly they add to that countenance the same sort of brightness and animation which the organs of vision give to the human face; and as our glance, perusing the lively traits of a man, is never satisfied till it reaches his eye, so on the earth we seek after water, and are not quite content till our attention, long vagrant, rests upon it."

"O, shapes and hues, dim beckoning through
Yon mountain gaps, my longing view
Beyond the purple and the blue,
To stiller sea and greener land
And softer lights and airs more bland,
And skies—the hollow of God's hand."

IT CAN BE DONE.

IT has been intimated in certain quarters that the facilities were inadequate to carry all the teachers and their friends who wish to make the trip across the Continent. We are assured by Mr. H. C. Townsend, Gen. Pass. Agent of the Missouri Pacific System, that the equipments are abundant to take care of all who may wish to go.

The following letter also clearly states the same fact:

St. Louis, April 28, 1888.

EDS. AMERICAN JOURNAL OF EDUCATION: Dear Sirs—Referring to your inquiry in a recent issue, will say that the Union Pacific Railway can themselves accommodate and furnish through transportation in Pullman Sleepers and our New Family Sleepers for ten or fifteen thousand teachers and friends. In proof of same will refer to the large number of Knights Templars who went to California via the Union Pacific Railway in the summer of '83, and Grand Army Delegates in the summer of '88. The numbers visiting San Francisco on these occasions was very large indeed, and nine-tenths of them went on the U. P. and experienced no trouble whatever.

We certainly have the favored route for summer travel and on the only line through Colorado and Utah that can carry passengers in Pullman Family Sleepers without change en route.

Respectfully,
J. F. AGLAR,
Gen. Agt. Union Pacific Ry.,
St. Louis.

SEND for Prospectus of Campbell Summer School, Holton, Kans.

OUR PREMIUM CYCLOPEDIA.

WHICH we send postpaid with the AMERICAN JOURNAL OF EDUCATION for \$1.00 per year, is for all teachers who do not have ready access to a library.

Many teachers write that it is the most useful book ever published. It contains 800 pages, 50,000 separate and distinct references, and 1,200 engravings, illustrating various topics. In addition to the full and complete Cyclopedia arranged in alphabetical form, we have bound up in the volume

A COMPLETE LIBRARY OF KNOWLEDGE,

including a Guide to Correct Speaking and Writing; Book-keeping; a Complete Guide to Business; Chronological History; Mythology;

AN INDEX TO THE HOLY BIBLE;

a Complete Brief Biographical Dictionary. Full and Complete Statistical History of the United States, corrected to the latest date. The Interest, Banking, Usury, Insolvent, and Homestead Laws of the United States are for the first time gathered together in one volume.

A LIST OF COUNTERFEIT NOTES,

with Rules for Detection of Counterfeits. Separate Dictionaries of Musical, Nautical and Geographical terms. A carefully prepared treatise on Pronunciation, giving rules and examples whereby every one can become his own teacher.

AN APPENDIX OF THE ENGLISH DICTIONARY,

giving hundreds of words not contained in the ordinary dictionaries.

FLAGS OF ALL NATIONS, beautifully illustrated by colored plates. In fact the book is a complete library in itself, which in separate volumes would cost at least \$100.

It is profusely illustrated, and contains a mine of information on almost every subject known to man. Every one of the many different departments is worth more than the cost of the book. As "knowledge is power," this Cyclopedia will be a source of wealth to thousands of all ages and conditions in life. It is not only the best for the price, in all respects, but by far the cheapest, Cyclopedia ever published. This handsome octavo volume is printed on good paper, and handsomely bound in cloth embellished with gold.

We hope teachers everywhere will show this helpful and valuable Premium to their friends, so that all may secure it. It will be sent, postage paid, with the AMERICAN JOURNAL OF EDUCATION, one year, for \$1. Send ten cents to register it.

OUR teachers have discovered how simple and severe a thing it is to work on and to do right with silent strength.

LOUISIANA

EDITION

American Journal of Education.

\$1.00 per year in advance.

D. ALEXANDER, Minden, La. } Editors.
B. MERWIN }

THE good—only—has unconditioned worth, and gives to every other thing the value it possesses.

Through the efforts and labors of teachers the good latent and the good developed, actualizes itself in the world in law, order, harmony, helpness and beauty.

THE character of the works associated with the Scottish publishers of the name of Chambers at once invites attention to any work of their successors, and gives reasonable assurance that the attention will be rewarded.

"Chambers' Cyclopædia of English Literature," for example, after furnishing an outfit for many of its competitors, still remains as the most satisfactory work, covering the interests which it seeks to serve.

The J. B. Lippincott Co., has, in conjunction with "Wm. & Robert Chambers," published a revised edition of Chambers' Encyclopædia, and it appears in the market at a time when the Encyclopædia Britannica, the Appleton's Cyclopædia and the American Cyclopædia, increase the severity with which the claims of any competitor will be examined.

The first merit that suggests itself is the small number of volumes (ten), and the convenient size of the volume, which escapes bulkiness while attaining compactness.

In the second place, the experience of twenty years of current use has enabled the publishers to ascertain the revisions required, either because of changes in the world's views or because of the unsatisfactoriness of the original treatment. So, too, it has been rendered possible to compress the articles upon subjects which have lost their original interest, and to treat of subjects such, for example, as the electric light, which were unknown twenty years ago.

The treatment is designed for the use of the non-professional student, and the plan is that of a dictionary which arranges alphabetically the topics as it includes. The articles upon matters American, as well as those in regard to which the American view differs from the English, have been prepared by American specialists. Among the American contributors are Jas. Thomas, whose work upon Lippincott's Biographical Dictionary renders that the favorite reference book in our public libraries; Senor Don T. G. Quesada, Minister Plenipotentiary to the U. S.; Mr. L. D. D'Oge, American Archaeo-

logical School at Athens; Grant Allen.

IOWA.

WE are pleased to learn that by a consolidation of Callanan College with Drake University, at Des Moines, Iowa, the eminent services of Hon. J. W. Akers will be retained in the educational line of work.

President Akers brings to this important enterprise ripe scholarship, a varied and successful experience as an educator, and a large acquaintance among the teachers and the young people of Iowa who are seeking the advantages of a higher education and a more liberal culture.

While State Superintendent of Public Instruction in Iowa, President Akers secured an attendance of over eighteen thousand teachers at the Normal Institute held during the year.



HON. J. W. AKERS,
Pres. Drake University, Des Moines,
Iowa.

We commend to the attention of our teachers and the public the following statement of President Akers as one worthy of careful study, as he knows, that,

"Mighty states, characterless,
Are graced to dusty nothing."

"The right and duty of the State to provide for the education of all its children and youth in a system of free schools, will hardly be called in question at this late day. It is impossible that any form of civilization should spring up and flourish among an illiterate and uncultured people, and if history has one unambiguous lesson, it is that ignorance and barbarism go inseparably together in retarding the development of national life, or in bringing it into swift decay.

Men may differ as to the moral scope of the intellectual training which our children get in the schools, but they can never be brought to say that illiteracy is a kind of material on which to build a State. If the training of the schools in reading, writing and arithmetic will not put the youth be-

yond the evil destiny of a life of crime; still the schools at their worst must furnish that degree of elevation above mere animal impulse that is necessary to make sure of a citizen instead of a brute. That much of moral power there is in the discipline of the schools, and the great civilizations of modern times have instinctively entertained and acted on this belief. They have been common school civilizations just to the extent in which they have kept abreast with the times.

Especially in this country, where our theory of government has transferred the base of sovereignty from the hereditary titles of a class to the people as a whole, the necessity of universal school privileges for the children becomes virtually a question of life and death. If the sovereign be illiterate, even by a majority of one, where then are our boasted republican institutions? And even if a large minority cannot read nor write, how must our whole experiment of popular government tremble in the scales. In a contest of contending factions, ignorance is always capable of being bought and sold.

We are all of one mind in this regard. The State is bound to equip its coming citizen with a degree of intelligence that will enable him, on his own account, to understand what his duties and responsibilities are; and right munificently have these school privileges been everywhere supplied. The question now engaging us is, should the State go farther and compel delinquent parents to send their children to school?

It is, indeed, true that Iowa has the distinction of having the lowest percentage of illiteracy of any State in the Union, and singularly enough, Nebraska ranks next. Both of these states are on the non-compulsory list. But, this fact, while unquestionably complimentary to the general intelligence of these States, ought not to be accepted for anything more than it is worth.

As already intimated, the percentage of illiteracy depends upon causes reaching back of the schools to the social standing of the original settlers of a State, and the kind of immigrant population that subsequently arrives. As to general intelligence, Iowa stands at the head of all the States of the Union, but this extraneous distinction should not blind us to the fact that certain other estimates have a damaging story to tell.

Thus, while it is true that 75 per cent. of our school population are enrolled, there is only 46 per cent. of that population in average attendance on the public schools. That is to say not one-half of the children that are of the requisite school age are found in the schools.

This state of things is made to hint the more decisively toward the neces-

sity of a compulsory school law, when it is noted that nearly 76 per cent. of the whole number of school children are enrolled, while the average daily attendance falls considerably below one-half. We are thus allowing more than one-half of our school children to withhold themselves altogether from the schools, or, having entered, to fritter away their opportunities by truancy and neglect.

If this be a fair statement of the actual facts in the case, what in a little time will be the result? Evidently illiteracy will very much enlarge its borders, and our reputation for general intelligence will speedily decline.

ITS DIRECT WORK.

THE direct work of the St. Louis High School is borne witness to by some 8000 who have, for longer or shorter periods, been its pupils, and who are to be found in every social circle and in every business enterprise, and who are recognized as having received advantages which render them of greater value to the community. On this point, testimony, except in the case of the daily press, has been concurrent.

But there have been other services to the community and it is to be feared that

"The very head and front of its offending,
Hath this extent, no more."

The High School called into its service a set of men and women who labored constantly, zealously, and intelligently for the right education (not simply the instruction) of boys and girls in all the elements of general knowledge, and of conduct as flowing from character, not from restraints imposed.

These pupils, now useful men and women in the community, witness that in addition to a knowledge of books, they gained a general self-control and an intelligent basis of future conduct. This service, rarely attempted, stamped the St. Louis High School as a singularly efficient element in our community life. In Congress, in the State Legislature, in the Municipal Assembly, in the School Board, in public office, in the army, in the navy, at the university, as well as in the life of the private citizen, this proud position is maintained by the pupils of the St. Louis High School.

This success in the competitions of active life has never been disputed, and should be a conclusive argument with all who are not secretly opposed to the principle of public education.

But, again, the St. Louis High School, at least until

"Preferment goes by letter and affection;
Not by the old gradation, where education
Stood heir to the first,"

evoked a grade of teachers which left nothing to be desired—witness, D. J. Snider; Miss Helen A. Shafer, now President of Wellesley College; Mrs. Lizzie Gow Baker, whose voluntary

services are constantly called upon in Washington and Maryland; and Miss Mary E. Beedy, now Principal of a flourishing school in Chicago; not to mention the superior teachers still in the service of the St. Louis School Board.

But this is not all. The best teachers were incited to put into permanent form the results of the studies by which they constantly deepened without extending the limits of school instruction. Mr. D. J. Snider, in his Commentary upon Shakespeare's Drama, distinctly recognizes his obligations to the St. Louis High School; and the indorsement given by Yale, Harvard and other leading universities to such text-books as were prepared by High School teachers should be an additional evidence of

"The sounds which echo farther West" even though they

"Have found the fame your shores refuse."

We regard this achievement upon the part of the St. Louis High School teachers as of definite value to St. Louis interests. But if this be questioned there can be no doubt of the value to St. Louis of men and women whose daily life is a stimulus to all beneficent activities. If, as none deny, the office of the public schools is to secure a larger, more generous, more efficient citizenship: then the claims of the St. Louis High School cannot be overstated. For all this Dr. Wm. T. Harris is measurably responsible since he lent encouragement to the employment of able and conscientious teachers, and so raised the grade that a position in the St. Louis schools became an object of honorable ambition even to those who could earn as large or larger salaries in other cities. If, as is hardly denied, the schools have suffered from mal-administration, surely the remedy is plain and simple, and quite as surely it is not to be found in the direction of radical and untried experiments.

In the N. Y. School Journal, we find this cheering helpful criticism of the thirty three thousand teachers of the State of New York?

"Go into the rooms of many of our teachers, and there will be found no educational paper. Of the 33,000 teachers in this state, how many take an educational paper of their own."

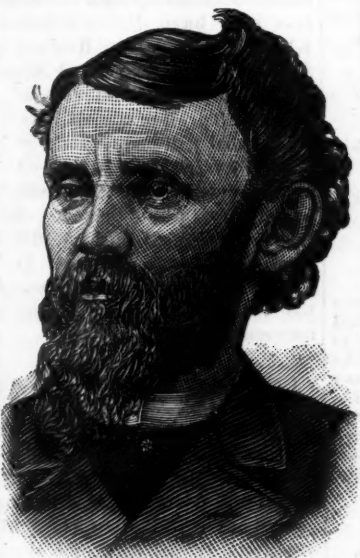
Now we have an opinion—it may be treason to express it—but we have an opinion—that if there was an "educational paper," worth the taking, and reading, published in New York, many at least of the thirty three thousand teachers would take it and read it, and relieve the editor from the embarrassing answer to his question.

The faction which stands for illiteracy in this country, if it win a victory, will get a victory which they and their followers too, must detest—because it is a victory which brings in its train weakness, vice and crime.

NEBRASKA.

"Learning is but an adjunct to ourselves, And where we are our learning likewise is."
—SHAK.

STRONGLY, solidly, grandly, the phalanx of teachers is moving forward, doing modestly but effectively its great work in this State. Already the preparatory notes for a splendid series of Teachers' Institutes have been sounded, and not only the teachers, but the people too, come for new light and more information in regard to the great interests involved in better schools.



PROF. N. E. LEACH

Supt. St. Paul (Neb.) City Schools, will conduct a four weeks' Normal Institute from June 11th to July 6th in Hoxie, Sheridan Co.; a two weeks' Normal in Brewster, Blaine Co., July 16th to 30th; a two weeks' session from July 30th to Aug. 13th in Stockville, Frontier Co., and a two weeks' session from Aug. 13th to 27th in Wahoo, Saunders Co.

HON. HENRY SABIN, State Supt. of Public Instruction in Iowa, makes the following plain and valuable statements in regard to

TEACHERS' INSTITUTES.

The original purpose of the Institute embraced the design of making it an educating power in the country. For years it was the nucleus of an educational revival. Not alone teachers, but citizens came up to it, and went home filled with that enthusiasm which is born of new ideas.

The tendency to-day is to make it simply a training school, a teachers' class and nothing more.

In the exercises intended more especially for the public, there is more attempt to amuse than to instruct. It is time to call a halt. Send the comic lecturer, the mountebank, whose harvest is the Institute season, and the professional reader, who

"Stuffs the head With all such reading as was never read, each to his own place.

Fill up the evenings with educational talks and discussions, or with papers prepared by members of the

Institute. Make the Institute something higher, better, than a mere cramming school, in which the high-water-mark of enthusiasm is reached with the day of examination for certificates.

Restrain the immoderate floods of knowledge with which instructors are wont to deluge the teachers, and divest the Institute of that halo of learning, dangerous because there is so little of it, which is so often cast about its proceedings.

We must restore the Institute to its original purpose. We must bring back the people—the missing element—and above all things, so instruct the teachers, that by their school-work, and as they go from house to house in their district, they may daily inform the people concerning the true purposes and methods of school education.

Emerson says, of

THE IDEAL TEACHER,

"You shall not tell me by language and titles a catalogue of the volumes you have read. You shall make me feel what periods you have lived. A man shall be the Temple of Fame. He shall walk, as the poets have described that goddess, in a robe painted all over with wonderful events and experiences;—his own form and features by their exalted intelligence shall be that variegated vest. I shall find in him the Fore-World; in his childhood the Age of Gold, the Apples of Knowledge, the Argonautic Expedition, the calling of Abraham, the building of the Temple, the Advent of Christ, Dark Ages, the Revival of Letters, the Reformation, the discovery of new lands, the opening of new sciences and new regions in man. He shall be the priest of Pan, and bring with him into humble cottages the blessing of the morning stars, and all the recorded benefits of heaven and earth."

L. C. HEATH & Co., maintain the promise which the firm gave of intelligent and useful energy. They have recently issued a series of "Monographs on Education," of which two numbers have reached the JOURNAL. Prof. E. W. Hufent, of Cornell University, tells how to teach "English in Preparatory Schools;" and Professor F. C. Woodward, of Woffard College, S. C., urges the desirability of the study of English in the Schools. Professor Woodward's article is possibly somewhat over-enthusiastic in some of its claims, but the substance of his plea is sound, and his presentation should do much toward inspiring a desire for a scholar's acquaintance with spoken and written English. The JOURNAL specially welcomes activity upon the part of the instructors in the South, for the educational needs beginning to be felt have promise of intelligent direction at the hands of those who are proving themselves to be genuine students.

Long-Standing

Blood Diseases are cured by the persevering use of Ayer's Sarsaparilla.

This medicine is an Alternative, and causes a radical change in the system. The process, in some cases, may not be quite so rapid as in others; but, with persistence, the result is certain. Read these testimonials:—

"For two years I suffered from a severe pain in my right side, and had other troubles caused by a torpid liver and dyspepsia. After giving several medicines a fair trial without a cure, began to take Ayer's Sarsaparilla. I was greatly benefited by the first bottle and after taking five bottles I was completely cured."—John W. Benson, 7 Lawrence st., Lowell, Mass.

Last May a large carbuncle broke out on my arm. The usual remedies had no effect and I was confined to my bed for eight weeks. A friend induced me to try Ayer's Sarsaparilla. Less than three bottles healed the sore. In all my experience with medicine, I never saw more

Wonderful Results.

Another marked effect of the use of this medicine was the strengthening of my sight."—Mrs. Carrie Adams, Holl Springs, Texas.

"I had a dry scaly humor for years and suffered terribly; and, as my brother and sister were similarly afflicted, presume the malady is hereditary. Last winter, Dr. Tyron, (of Fernandina, Fla.) recommended me to take Ayer's Sarsaparilla, and continue it for a year. For five months I took it daily. I have not had a blemish upon my body for the last three months."—T. E. Wiley, 1 Chambers st., New York City.

"Last fall and winter I was troubled with a dull, heavy pain in my side. I did not notice it much at first, but gradually grew worse until it became almost unbearable. During the latter part of this time, disorders of the stomach and liver increased my troubles. I began taking Ayer's Sarsaparilla, and after faithfully continuing the use of this medicine for some months, the pain disappeared and I was completely cured."—Mrs. Augusta A. Furbus Haverhill, Mass.

Ayer's Sarsaparilla

PREPARED BY

Dr. J. C. Ayer & Co., Lowell, Mass.
Price \$1; six bottles, \$5. Worth \$5 a bottle.

Shakespeareana for April continue to maintain the interest of the preceding numbers. It discourses "The Barton-Shakespeare Library of 'The Fool in Lear,' 'The View of an Unbeliever,' of 'Richard III and 'Shakespeare Study in Cornell University."

In the "Open Court" the topics are "Bacon and Shakespeare compared and "A Passage in The Winter Tale"

Under Shakespeare Societies account is given of the Montreal Shakespeare Club and of the N. Y. Shakespeare Society.

Under the Drama are given "New Hamlet," and "Mr. Irvin West Point Performance."

The Selected Reprint is "The bald's Preface, 1733."

The praise accorded the work done by Prof. Thom, is well deserved, and it may be added that the beginning of fruitful Shakespearean study in the schools is undoubtedly found in the records of the St. Louis High School.

It is the duty of all who see truth, to express it, whether we take it or trample it under foot.

RECENT LITERATURE.

LEE & SHEPARD continue their useful activity in publishing books for our young folks.

Henry S. Wright's "A Kiss for a Blow," is a collection of stories intended to inculcate the principles of peace. Mrs. Horace Mann's "The Flower People," is a charming study of botany in story form. Jane Andrews' "Juvenilia" is continued in the "Seven Little Sisters who live on the Round Ball that Floats in the Air."

In the direction of Text-Books the firm has published Albert F. Blaisdell's "First Steps in English and American Literature." Dr. Blaisdell's work is similar in idea to that of his very excellent book "Outline Study of the English Classics."

Curtis Guild's "Britons and the Muscovites," gives the experiences of a traveler in England and Russia, and furnishes the information most needed by travelers.

L. R. Klemm's Educational Topics of the Day; or, Chips from a Teacher's Workshop, consists of "Open Letters to a Young Teacher," "From the Experience of a Supervisor," "Fundamental Errors in Teaching," "Some Principles and Methods of Teaching," "The Art of Questioning and Practice of Teaching," "Arithmetic," "Literature and Language," "Geography," "History of Education" and "History."

A. C. McCLURG & Co., Chicago, publish *The Biddy Club*, which despite the *nom de plume* of the writer, is said to be the work of a St. Louis lady. In the form of a story the "servant-girl question" is discussed, and the real difficulties disclosed. It is urged that the spirit of the modern world in expecting heads to direct hands, implies a knowledge of the fact that head-work must not be expected from the hands. It is furthermore made clear that if the mistress will learn how to direct, the servant will readily learn how to obey.

One testimonial to the success with which the situation is presented, lies in the fact that already our schools and clubs and classes have been reinforced by a "Biddy Club."

ARCHIBALD FORBES' *William of Germany*, is the graphic account of this celebrated war correspondent whose opportunities for acquainting himself with his subject, were exceptionally good. Cassell & Co., are the publishers.

The *Magazine of Art* for April, has as its frontispiece a photogravure after a painting by Luke Fildes, called "The Ventilators," which shows that this talented painter is as much at home with the various types of Venetian character as he is with those of England. The notes at the end of the number are full, and cover everything of importance that has transpired in the art world, since the last issue of this valuable magazine.—Cassell & Company, New York, 35 cents a number, \$3.50 a year, in advance.

Cassell's National Library (edited by Henry Morley) furnishes in convenient form and for the small price of ten cents a volume, a wealth of valuable and interesting matter.

There can be no doubt of the educative value of these inexpensive reproductions of standard works, and many whose libraries consist solely of magazine literature would find it more permanently profitable to subscribe to the Cassell Annual Series.

THE new departure illustrated by Williams' "Introduction to Chemical Science" (Boston: Gian & Co.) is to be commended, and should insure a wide field of usefulness for the book.

Mr. James Whitcomb Riley will have a new dialect poem in the forthcoming *Century*, entitled "The Absence of Little Wesley." It will be accompanied by a full page illustration by Kemble.

Sunday School Picnics.

Unusual low rates will be made known this season to Sunday Schools and kindred organizations who desire to charter a coach or special train to the following picnic grounds, within easy reach of St. Louis: Creve Coeur Lake, St. Paul, Bartold Grove or Washington, on the Missouri Pacific Railway; Montesano Springs, Jefferson Barracks, Cliff Cave or Arcadia, on the Iron Mountain Route.

For further information address,
H. D. WILSON,
Excursion Agent,
6th and Locust Sts., St. Louis, Mo.
5-21-tsep

Among the Northern Lakes

of Wisconsin, Minnesota, Iowa, Missouri and Dakota are hundreds of delightful places where one can pass the summer months in quiet rest and enjoyment, and return home at the end of the heated term completely rejuvenated. Each returning season brings to Oconomowoc, Waukesa, Beaver Dam, Frontenac, Okoboji, Hotel St. Louis, Lake Minnetonka, White Bear, Excelsior Springs, and innumerable other charming localities with romantic names, thousands of our best people whose winter homes are on either side of Mason & Dixon's line. Elegance and comfort at a moderate cost can be readily obtained. A list of summer homes with all necessary information pertaining thereto is being distributed by the CHICAGO, MILWAUKEE & ST. PAUL RAILWAY, and will be sent free upon application by letter to A. V. H. Carpenter, General Passenger Agent, Milwaukee, Wis.
5-21-tf

Twenty years of suffering from catarrh and catarrhal headache I never found anything to afford lasting relief until I tried Ely's Cream Balm. I have used two bottles and now consider my catarrh cured. I have recommended it to several of my friends with like good results.—D. T. Higginson, 145 Lake Street, Chicago, Ill.

Having used Ely's Cream Balm for catarrh and cold in the head, I am satisfied that is a first rate preparation and would recommend it to anyone affected.—R. W. Cheever, Editor, *Herald*, Clinton, Wis.

Make a Start in Life

by taking hold of the live business of a live house. You do not have to put in capital, but are started free. Any one can do the work. You can live at home if you like. Both sexes, all ages. \$1 per hour and upwards easily earned. No special ability or training needed. Let us show you all at once, and then if you don't take hold, why, no harm is done. Address Stinson & Co., Portland, Maine.

THE Martha's Vineyard Summer Institute is well known to teachers in all parts of the country. Under the management of Mr. Wm. A. Mowry, of Boston, as President, it promises better than ever this year. The location is delightful and the expenses of living are very reasonable. Martha's Vineyard furnishes numerous attractions for those who desire the advantages of a seaside resort.

Mr. Mowry has succeeded in securing an admirable corps of thirty instructors. The departments in the School of Methods will be in the hands of teachers and superintendents who have distinguished themselves in their various fields of labor. Some of the best Normal Schools in the country will be represented. Miss Augusta Tovell of the St. Louis Normal School will have charge of Methods in Physiology and Hygiene and in Language. There will be competent instructors in the Sciences, and the Course of Free Lectures will be an attractive feature. Dr. A. D. Mayo will deliver several lectures. He is too well known for comment to be necessary.

CASSELL'S NATIONAL LIBRARY (Cassell & Co., New York) has reached No. 114 of Vol. III, and the character of the works selected, as well as their extremely low price and presentable appearance, should encourage all our readers to form a library of standard works.

No. 114 is Don Manuel Gonsale's account of the London of 1731. No. 112 is Charles James Fox's "History of James the Second."

The JOURNAL has frequently urged the formation of libraries, and it suggests the Cassell Series as within the possibilities of those whose means are limited.

We hope that hundreds of Western Teachers will avail themselves of the advantages offered by the Campbell Summer School.

Please mention this Journal in answering Advertisements.

\$85 SOLID GOLD WATCH FREE!

This splendid, solid gold, hunting-case watch, is now sold for \$85; at that price it is the best bargain in America; until lately it could not be purchased for less than \$100. We have built India and great cases with works and cases of equal value for ONE FREE-LOOK in each locality can secure one of these elegant watches absolutely FREE. These watches may be depended on, not only as solid gold, but as standing among the most perfect, correct and reliable timekeepers in the world. You ask how is this wonderful offer possible? We answer—we want one person in each locality to keep in their homes, and show to those who call, a complete line of our valuable and very useful HOUSEHOLD SAMPLES; these samples, as well as the watch, we send ABSOLUTELY FREE, and after you have kept them in your home for 2 months, and shown them to those who may have called, they become entirely your own property; it is possible to make this great offer, sending the Solid Gold Watch and large line of valuable samples FREE, for the reason that the showing of the samples in any locality, always results in a large trade for us after our samples have been in a locality for a month or two, we usually get from \$1000 to \$25000 in trade from the surrounding country. Those who write to us at once will receive a great benefit for scarcely any work and trouble. This, the most remarkable and liberal offer ever known, is made in order that our valuable HOUSEHOLD SAMPLES may be placed where they can be seen, all over America; reader, it will be hardly any trouble for you to show them to those who may call at your home, and your reward will be most satisfactory. A postal card, on which to write us, costs but 1 cent, and if, after you know all, you do not care to go further, why no harm is done, but if you do send your address at once, you can secure, FREE, AN ELEGANT \$85 SOLID GOLD, HUNTING-CASE WATCH and complete, complete line of valuable HOUSEHOLD SAMPLES. We send an express freight, etc. Address, BRINSON & CO., Box 495 Portland, Maine.

Colorado Short Line.

(Missouri Pacific Railway)

Pullman Buffet Sleeping Cars

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